

<u>Communication and Language</u>	FS1		Familiarisation sessions	<p>Make their needs known to an adult</p> <p>Children to begin to gain confidence in order to make a request</p>	<p>Make their needs known to an adult</p> <p>Children to begin to gain confidence in order to make a request</p> <p>Greet a familiar adult>>>>>></p>	<p>Have mostly clear speech and be easily understood</p> <p>Introduce key worker groups, (through discussing developing relationships with staff and peers).</p>	<p>Introduce Story Dough</p> <p>Have mostly clear speech and be easily understood</p> <p>Say hello around the circle, reinforce names and greeting</p>	<p>>>>>>>></p> <p>Responds to own name</p> <p>Responds to an adult through gestures or voice</p>
	FS2		<p>Greet a familiar adult</p> <p>Begin to respond during register and check in</p>	<p>Can respond to others in words or gestures</p> <p>Beginning to develop interactions with peers and familiar adults</p>	<p>Enjoy listening to stories</p> <p>Can respond to simple questions based on stories</p>	<p>Can respond to others in words or questions</p> <p>Discussion about families using photograph as stimulus</p>	<p>Can respond to others in words or questions</p> <p>Discussion about families using photograph as stimulus</p>	<p>Maintain attention and can sit quietly</p> <p>Sitting for increasingly longer story sessions</p>
<u>Literacy</u>	FS1		Familiarisation sessions	<p>Enjoys sharing stories</p> <p>Introduce story times and model good listening</p>	<p>Enjoys sharing stories</p> <p>Introduce story times and model good listening</p>	<p>Enjoys sharing stories</p> <p>Introduce story times and model good listening</p>	<p>Makes marks on paper</p> <p>Model use of mark-making area</p>	<p>Introduce Monster Phonics</p> <p>Show awareness of sounds and be able to make sounds</p> <p>Introduce Monster Phonics land and identify sounds from the map</p>

	FS2		<p>Begin to recognise their own name</p> <p>Finding their peg, tray and self registration tag</p> <p>Drawings with Oral explanations</p>	<p>Beginning to hear and make letter sounds</p> <p>Introduction of letter sounds in phonics sessions</p> <p>Writing of learnt sounds</p>	<p>Beginning to hear and make letter sounds</p> <p>Introduction of letter sounds in phonics sessions</p> <p>Writing of learnt sounds</p>	<p>Enjoy an increasing range of books</p> <p>Introduction of Drawing Club: The Colour Monsters</p> <p>Character design</p>	<p>Make marks and ascribe meaning to them</p> <p>Introduction of Drawing Club: Goldilocks and the Three Bears</p> <p>Design a bowl of porridge</p>	<p>Makes diagonal and vertical line marks</p> <p>Introduction of Drawing Club: Roobarb and Custard</p> <p>Character design</p>
<u>Maths</u>	FS1		<p>Familiarisation sessions</p>	<p>Begin to show an awareness of numbers 1-5.</p> <p>Hear and say number names (counting)</p>	<p>Begin to show an awareness of numbers 1-5.</p> <p>Hear and say number names (counting)</p>	<p>Begin to show an awareness of numbers 1-5.</p> <p>I see 1,2,3 (subitising)</p>	<p>Begin to show an awareness of numbers 1-5.</p> <p>I see 1,2,3 (subitising)</p>	<p>Begin to show an awareness of numbers 1-5.</p> <p>More than (comparison 1)</p>
	FS2		<p>Joins in with Counting songs</p> <p>Looks at the shapes of numbers</p>	<p>Recognise numbers up to 5</p> <p>Maths inputs to reinforce number recognition to 5</p>	<p>Subitising</p> <p>Peeping Numicon</p>	<p>Recognise simple shapes</p> <p>Shape activities</p>	<p>NCETM Mastering Maths Week 1</p> <p>Subitising to 3</p>	<p>Measures</p> <p>Measuring foot</p> <p>Measuring height</p>
<u>Understanding the world</u>	FS1		<p>Familiarisation sessions</p>	<p>Explores the outdoor environments</p> <p>Exploring the side garden, herbs, log area etc</p>	<p>Explores the outdoor environments</p> <p>Exploring the side garden, herbs, log area etc</p>	<p>Explores the outdoor environments</p> <p>Explore water wall, mud kitchen and sand play</p>	<p>Is beginning to talk about their lives</p> <p>Introduce key worker groups</p>	<p>Is beginning to take an interest in their peers</p> <p>Observe interaction</p>
	FS2							

			<p>Begin to notice about similarities and differences between home and school environments</p> <p>Daily check in conversations</p>	<p>Explores a variety of food</p> <p>Explores food by cutting vegetables and fruits</p>	<p>Explores the indoor/outdoor learning areas</p> <p>Introduce areas- mud kitchen, garden, water wall, playdough table, investigation table, Forest school sessions</p>	<p>Explores a variety of food and begins to use vocabulary to describe</p> <p>Explores food by cutting vegetables and fruits</p>	<p>Begins to talk about their outdoor learning</p> <p>Explore areas- Forest school sessions, mud kitchen, garden, water and discuss likes and dislikes</p>	<p>Explores and talks about similarities and differences in their environment</p> <p>Exploring and describing Autumn items</p>
<p><u>Expressive arts and design</u></p>	<p>FS1</p>		<p>Familiarisation sessions</p>	<p>Introduce tools and materials in the art area</p> <p>Experimenting with a range of materials and simple tools (paint, brushes, scissors, glue, variety of sticking materials)</p>	<p>Know some colour words</p> <p>Experimenting with a range of paint and tools</p>	<p>Begin to experiment with tools and materials</p> <p>Exploring art area, use of paint and different tools, eg, sized brushes, print tools etc</p>	<p>Build with a purpose in mind</p> <p>Introduce construction area, in/out</p>	<p>Beginning to build a repertoire of songs and rhymes</p> <p>Use of nursery rhyme bags in key worker time</p>

	FS2		<p>Explore the tools and materials in the art area</p> <p>Experiments with paint brushes, different resources</p>	<p>Begins to ascribe meaning to their representations</p> <p>Talks about their creations</p>	<p>Recognise and name some colour words</p> <p>Experimenting with a range of paint and tools in order to mix colours</p>	<p>To explain what a portrait is. To create a self-portrait</p> <p>Lesson 1- create artwork through an observational study.</p> <p>Use artistic tools and equipment.</p>	<p>Use a variety of tools and materials</p> <p>Introduce new tools in art area</p>	<p>Imitates real life scenarios through play</p> <p>Observe play in home corner</p>
<u>Physical Development</u>	FS1		<p>Familiarisation sessions</p>	<p>Can go to the toilet independently</p> <p>Children to use toilet and wash hands</p>	<p>Can sit on a chair and on the carpet</p> <p>Through story sessions encourage children to sit on the carpet to listen</p>	<p>Skills of independence</p> <p>Use toilet, wash hands, sit on carpet</p>	<p>Show an awareness of music</p> <p>Introduce music sessions</p>	<p>Respond to music with movement</p> <p>Outdoor music area</p>
	FS2		<p>Begins to explore the learning environment using fine and gross motor skills</p> <p>Explore the learning environment</p>	<p>Understand how to warm up our muscles</p> <p>Take part in 'Write Dance'</p>	<p>Use scissors to make snips in paper</p> <p>Scissor assessment</p>	<p>Uses scissors to begin to cut out shapes</p> <p>Scissor skills</p>	<p>Can find a space</p> <p>Beginning to develop an understanding of space when doing PE</p>	<p>Can feed themselves with control</p> <p>Observe lunchtimes</p>
	FS1		<p>Familiarisation sessions</p>	<p>Separate from their carer</p>	<p>Separate from their carer</p>	<p>Separate from their carer</p>	<p>Has awareness of daily routine</p> <p>Can follow routines</p>	<p>Beginning to acknowledge others in the environment</p>

<u>Personal, Social and Emotional Development</u>				Can put their belongings onto their peg Daily routines	Can put their belongings onto their peg Daily routines	Can put their belongings onto their peg Daily routines		Observe interaction
	FS2		Can organise themselves in the environment. (class, peg, lunchtime) Through increased awareness of routines children show more awareness and organisation	Expressing and recognising emotions What do we worry about? What can we do if we have a worry?	Expressing and recognising emotions What makes us feel happy? What makes us feel sad?	What makes a good friend? What does a friend do?	Introduce Friend on Friday Choose a child and model what makes them a special friend. Children then express their feelings about that person.	To recognise our qualities (Bring and Bin game) What special quality do I have that I can BRING to the class all year? Is there something that I would like to put in the BIN that is not going to help me flourish this year?